



LIII
A3L43
v. 30

Federal Aid for Education

1935-36 and 1936-37

With a Brief History and Bibliography

UNITED STATES DEPARTMENT OF THE INTERIOR

U.S. OFFICE OF EDUCATION

Federal Aid for Education

1935-36 and 1936-37

With a Brief History and Bibliography

By

TIMON COVERT

*Specialist in School Finance
Office of Education*



LEAFLET No. 30

UNITED STATES DEPARTMENT OF THE INTERIOR *Harold L. Ickes*, Secretary
OFFICE OF EDUCATION *J. W. Studebaker*, Commissioner

UNITED STATES GOVERNMENT PRINTING OFFICE WASHINGTON : 1938

For sale by the Superintendent of Documents, Washington, D. C. Price 10 cents

CONTENTS

	Page
Certain Provisions for Federal Government Aid for Education.....	1
Federal land grants for common schools.....	1
Summary of provisions for Federal aid for the common schools.....	4
Federal aid for institutions of higher learning.....	4
Aid for vocational courses in secondary schools.....	6
Aid for vocational rehabilitation.....	7
Federal Government Aid for Education, 1935-36 and 1936-37.....	7
I. Ordinary, or nonemergency appropriations.....	8
Appropriations, or allotments, for schools on Federal Govern- ment reservations.....	10
II. Emergency appropriations or allotments.....	11
Educational program of the Civilian Conservation Corps....	11
Loans for school districts through the Reconstruction Finance Corporation.....	13
National Advisory Committee on Education.....	13
Emergency relief projects conducted by the Office of Edu- cation.....	14
National Youth Administration.....	14
Education program of the Works Progress Administration..	15
Allotments made for school buildings by the Federal Emer- gency Administration of Public Works.....	16
Selected References on Federal Aid to Education.....	20

FEDERAL GOVERNMENT AID FOR EDUCATION 1935-36 AND 1936-37

With a Brief History and Bibliography

CERTAIN PROVISIONS FOR FEDERAL GOVERNMENT AID FOR EDUCATION

THE HISTORY of Federal Government aid for education begins with the debates and deliberations of the Continental Congress and Constitutional Conventions during the Revolutionary War period. The person who will devote time and patience to a study of the State documents of that period, such as the early laws, the debates of the various conventions, and the State papers of Jefferson and Madison, will be richly rewarded for his trouble.

When the Continental Congress was attempting to settle the difficult question of conflicting Northwest land claims of the Colonies, a resolution was introduced to the effect that the Colonies surrender those claims to the Central Government and that Congress dispose of them for the common good of all. The resolution was adopted in 1780. The Colonies agreed to give up their land claims with certain tracts reserved and on May 20, 1785, the Congress of the Confederation, which at that time had superseded the Continental Congress, passed an ordinance concerning the manner of disposing of the land. In that ordinance appears the first authorization for Federal aid for education, worded in part as follows:

There shall be reserved for the United States out of every township, the four lots being numbered 8, 11, 26, and 29 . . . for future sale. There shall be reserved the lot No. 16 of every township, for the maintenance of public schools within the said township.

FEDERAL LAND GRANTS FOR COMMON SCHOOLS

Federal Government land was actually granted for education for the first time in 1787 when the United States Government entered contract to sell a large tract of land in Ohio. Section 16 of each township involved in the sale was reserved for schools therein and additional land was reserved for a university. The transaction apparently established a precedent, for since that time one or more

sections of land per congressional township has been granted to each new State established in the public domain for the benefit of public schools and at least two townships for an institution of higher learning. Beginning with Ohio in 1802 Congress authorized the granting of a specified section of land in each township, or other land in lieu thereof, for the benefit of the common schools of the State, to each of 12 public-land States admitted into the Union previous to 1848. Such grants were increased to 2 sections per township to each of 14 public-land States entering statehood between 1849 and 1890 and again increased, this time to 4 sections per township for the 3 States, Arizona, New Mexico, and Utah, admitted to the Union after 1890.

A number of adjustments of school-land claims in the public-land States have been made. For example, Tennessee, admitted in 1796, received special land grants several years later and Oklahoma received a sum of money in lieu of certain school land at the time of statehood. However, the 18 non-public-land States, including the Thirteen Original States, and Kentucky, Maine, Texas, Vermont, and West Virginia, received no land grants or funds in lieu thereof from the Federal Government for their common schools or university. The proceeds of the sale of school-land sections have been used in establishing permanent school funds in most of the States receiving such grants. Such funds in accordance with the terms of the typical grant which transferred the lands to the State are not to be reduced and the income only from them is to be used for current school expense.

Other land grants from which the schools received benefit.—Beginning in 1802, at the time school sections were first granted to a State, and extending over a period of 86 years, large acreages of salt and swamp lands and of land for internal improvements were granted by the Federal Government to the new land States as they were admitted into the Union. Although such grants were not specifically designated for public schools, a number of States used them in part at least for the benefit of their schools. States admitted after 1888 received no grants of such lands, but in lieu thereof received grants of land for specified purposes. These included education in three cases.

Early Federal money grants going to schools.—At various times since early days the Congress has made grants of money to the States. In some instances, the grants by the terms thereof were for education; in other instances the States have used the funds for the benefit of their permanent school funds or for other school purposes. Such grants include a certain percentage of the proceeds from the sale of Federal Government lands within the respective States, United States deposit fund of 1833, surplus revenue loan of 1837,

and the distributive fund of 1841. Some or all of these funds have been allotted to the common schools in a number of States.

It is of interest to note that all percentum grants to States from the sale of Federal Government land within them since 1889 have been allotted by terms of the grants to the support of common schools. Before that date they were in most cases for internal improvements within the respective States.

Provisions since 1900 for Federal aid.—Provisions for Federal Government aid for education has expanded considerably since 1900. Some of the newer grants resemble earlier ones; for example, the Forest Reserve Fund, established in 1907, provides for the allotment of a certain percentage of the income from any National forest reserve to the State or Territory containing said reserve for the benefit of the public schools and public roads of the county or counties in which the forest reserve is located. Grants similar to those from the forest reserve fund have been made since 1920 from Federal mineral lease incomes for the benefit of public roads or public schools of any grade in the State of origin of the lease. However, a departure from the usual terms of the grants is seen in the provision of 1917 for annual grants for vocational education.

The terms of early land and money grants for public schools were quite general—usually expressed in phraseology such as, “for the purpose of being applied to schools in said Territory. . . .” The grants were not conditioned upon the manner of establishing schools, the subjects to be offered in them, or their control. The law authorizing the use of Federal funds for promoting a particular phase of public-school education initiated a new policy. Although Federal aid had been granted as early as 1862 for vocational education in institutions of higher learning (colleges of agriculture and mechanic arts) the provision made in 1917 for annual money grants for vocational training at the high-school level went much further in this direction and imposed detailed conditions upon the acceptance and use of aid granted to public schools. The Vocational Education Act of 1917 provides that each State shall set up a plan for the use of Federal funds. These plans must be in accordance with the law and necessary accompanying policies.

The following statement indicating the promotional idea is made on page 11 of the annual report of the Federal Board for Vocational Education for 1932 concerning the Vocational Education Act of 1917:

The intention of Congress was to aid in promoting an expansion of our secondary school functions to include the definite assumption by them of responsibility for providing something more than general education for the population of school-attendance ages—that “something more” being specifically vocational training for youth and adults of all ages, in full-

time, part-time, and evening schools, to prepare them for entrance into and advancement in the commoner employments in which over 90 percent of the youth of the country must eventually earn their livelihood.

SUMMARY OF PROVISIONS FOR FEDERAL AID FOR THE COMMON SCHOOLS

A review of the history of Federal aid for the common schools shows that it began with the establishment of the Nation in the form of land grants to certain States for common schools. Those grants to the 30 States which were established from the public domain exceed 77 million acres. The proceeds of school-land sales constitute, by terms of the grants in most instances, permanent State school funds, only the income of which may be expended for the current needs of the schools. A number of other grants have been made to the States for common schools and grants have been made which were not especially for schools, but they have been allotted in part at least by the States to education. Some of these grants have been outright money grants to each and every State, some have been additional lands to certain States, and others have been percentage grants to those States within whose boundaries are situated income-producing natural resources of the Federal Government. Comparatively recently annual money grants have been made to assist the various States in providing certain designated branches of learning in their public schools. Table I in the section which follows shows the various money grants and significance of each for the fiscal year.

FEDERAL AID FOR INSTITUTIONS OF HIGHER LEARNING

Federal grants to the States for institutions of higher learning parallel quite closely those for common schools. That earliest of authorizations for the sale of land belonging to the Federal Government, namely, the contract of 1787 for selling land in the Ohio section of the Northwest Territory, as well as reserving section 16 of each township for common schools, specified that not more than two complete townships be reserved for a university. Likewise, all public-land States when organized as Territories or later, in addition to grants for common schools, were granted lands of various amounts for seminaries of learning, normal schools, or universities. In some cases grants have been made for two or more of these purposes. Such grants total more than 4 million acres and the funds derived therefrom have been of considerable assistance in the establishment of institutions of higher learning.

The terms of each grant as made specified the type of institution to be aided but did not set up limitations concerning the type of program to be offered therein. (For details concerning each grant

the reader is referred to Office of Education Bulletin, 1930, No. 8, and other references listed on the last pages of this study.

Land and money grants for colleges of agriculture and mechanic arts and for vocational education elsewhere.—In 1862 after considerable discussion of the proposition that colleges for the liberal and practical education of the industrial classes should be established and maintained at public expense, Congress decided to grant 30,000 acres of land, or land scrip in lieu of land not available, for each Senator and Representative in Congress to which the respective States were entitled. Later, as new States and Territories were organized, the law was made to apply to them.

The grants are conditional and their acceptance imposes definite obligations on the States. With certain minor exceptions proceeds from sales of the land, or scrip, by the terms of the grants, constitute perpetual and irreducible funds. Each State accepting a grant is obligated to maintain at least one college where instruction in military tactics and branches of learning related to agriculture and mechanic arts are offered. Income from the irreducible funds may be used for current expenses of the colleges. Each college is obligated to make an annual report to the Secretary of the Interior and to supply copies to all such colleges throughout the United States.

Increasing the aid.—After the land-grant colleges had become fairly well established with the encouragement and financial assistance from the sale of land allotted to them, the States in which they were located experienced much difficulty in supporting them. Consequently, a measure was introduced into Congress to provide annual grants to these schools. This measure was enacted into law in 1890 and has since been known as the Second Morrill Act. This act provided for an appropriation of \$15,000 for the year 1890 to each State and Territory for the more complete endowment and maintenance of the colleges established in accordance with the land-grant act of 1862 with a yearly increase of \$1,000 for 10 years after which the annual appropriation amounted to \$25,000. In 1907, 17 years later, the Federal Government again came to the assistance of these colleges. At that time Congress voted to increase the annual appropriations, after another period of yearly increases, to \$50,000. A portion of the additional aid, as specified by the new law, might be used to enable the colleges to provide training courses for teachers of vocational subjects.

Aid for experiment stations.—The first act of Congress granting aid for agricultural experiment stations was passed in 1887. The colleges which had been established primarily to give scientific instruction in agriculture and mechanic arts could find few teachers with knowledge of the subjects or few data of a scientific nature.

It was chiefly because of the acute need for original experimentation and new laboratories that those first grants were obtained for experiment stations in connection with the land-grant colleges.

By terms of the law, the work was placed under the United States Department of Agriculture, and results of experiments were made available to farmers. Each State and Territory was entitled to an annual grant of \$15,000, which was doubled in amount by an amendment to the law in 1906. About 20 years later another act of Congress increased the annual grants to the extent that each State would then be entitled to \$90,000 and specified in detail the purpose for which the additional aid might be used. By the terms of a recent law, known as the Bankhead-Jones Act, experiment stations in the several States and Territories received an additional appropriation of \$600,000 for the fiscal year 1936 and \$1,200,000 in 1937. The increase of \$600,000 will continue for each of the 3 succeeding years, after which time the annual amount will be \$3,000,000.

Aid for agricultural extension work.—The demand for scientific knowledge in agriculture became so insistent that it apparently could not be met by the land-grant colleges through residence instruction, for extension work conducted by instructors trained in the colleges and sent to the farmers began to flourish early in the present century. Requests for Federal grants for this type of education resulted in the well-known Smith-Lever Act of 1914, the terms of which provided \$10,000 for agricultural extension in each of the 48 States for the first year it was effective; its provisions for increases over a period of 8 years and subsequent related laws, the most recent of which is the Bankhead-Jones Act previously mentioned, carry annual grants to the States and Territories in excess of 16 million dollars which are made on the condition that the States provide equal amounts.

AID FOR VOCATIONAL COURSES IN SECONDARY SCHOOLS

The vocational education act of 1917 (known as the Smith-Hughes Act), although a part of the general program of Federal aid for industrial education, varies somewhat from other laws. In it the Federal Government for the first time made annual grants for education lower than college grade. The law not only provides for annual grants for education in high schools, but sets up machinery for administering the grants. These grants, like some others, are made only to States voting to accept them; they are made only to States wherein equal sums are provided by the State. The 1917 law provided for annual appropriations beginning with a total of \$1,700,000 with yearly increases until 1926, when \$3,000,000 was the annual appropriation. A number of subsequent acts of Congress,

the last of which was approved June 8, 1936, have increased the annual grants for this type of education. For the amounts authorized for appropriation for the fiscal years 1936 and 1937 see table 1.

AID FOR VOCATIONAL REHABILITATION

Provision was made in 1920 and at various times since for Federal aid "to provide vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment." Grants for this purpose must be equaled by States accepting them. Expenditure of the funds must meet the approval of the Office of Education. The amounts authorized for the 2 years 1936 and 1937 are indicated in table 1.

Other steps taken by the Federal Government in extending aid to education.—Many times during the Nation's history steps have been taken by the Federal Government directly or indirectly extending aid to education. The steps enumerated above set forth somewhat chronologically those which apply directly and most nearly universally throughout the country. There have been other important steps in this direction which should be mentioned. One of these was the act of 1867 which established a Department of Education (abolished the following year when an Office of Education was established in the Department of the Interior). Others include the many provisions by Congress for Indian education, the founding of Howard University for Negro students with appropriations for it beginning in 1879, and provision for the education of the natives in Alaska. Authorized appropriations for these and other purposes are shown in the tabulation which follows. For a detailed historical treatment the reader is referred to the second part of the report of the National Advisory Committee on Education listed in the appended bibliography.

FEDERAL GOVERNMENT AID FOR EDUCATION, 1935-36 AND 1936-37

The extent to which the Federal Government aids education currently cannot be determined accurately in terms of services, or even in terms of money grants. Continuing grants specifically for education, some of which have been reviewed in the foregoing pages, are the least difficult to classify. Many activities carried on by various bureaus of the Government, however, are essentially educational but are not designated as such; for example, certain services of the Bureau of Standards, the Children's Bureau, the Public Health Service, and the Bureaus within the Department of Agriculture other than those indicated in table 1, are more or less educational. Furthermore, even if we classify some of them as educational it would be

nearly impossible to segregate their costs because they are so closely linked with services which are not educational.

Owing to the difficulties encountered, this compilation is limited to a summarization of Federal funds allotted to the States and Territories, or to be used within them, for rather definite educational purposes. The list is more or less arbitrary. The reader should realize from the listing of major Federal appropriations for education, that an important part of the Federal Government's work in education is indirect and is continued year after year. In addition to regular aid, large sums of Federal emergency funds have been allotted each year since 1933 for educational purposes. Accordingly the funds may be classified under two headings: First, ordinary or nonemergency appropriations such as the continuing authorizations for land-grant colleges and appropriations authorized for the year only, as that for the Federal Office of Education; second, funds which were allotted to educational purposes during the year as a part of the Federal emergency program. The tabulations which appear on the following pages are for the 2 years 1935-36 and 1936-37; for the 2 preceding years see Office of Education Leaflet No. 45, *Federal Grants for Education, 1933-34* and Circular No. 162, *Federal Aid for Education, 1933-35*, respectively.

I. ORDINARY, OR NONEMERGENCY, APPROPRIATIONS

Ordinary appropriations are shown in table 1 and funds allotted as emergency funds in the tables which follow. It is thought that the tables with their footnotes and brief explanations will be sufficiently clear. The reader interested in details of the various appropriations and grants listed is referred to the bibliography for appropriate references.

TABLE 1.—AMOUNT OF FEDERAL NONEMERGENCY FUNDS AUTHORIZED OR EXPENDED FOR EDUCATION PURPOSES, 1935-36 AND 1936-37

	1935-36	1936-37
Office of Education, United States Department of the Interior: For administration, research, and service by the Federal office in Washington, D. C. ¹	\$663,380	\$742,060
Apportionment to the States and Territories for vocational education and rehabilitation (total).....	37,285,253	38,913,148
1. To land-grant colleges (subtotal).....	25,443,791	27,051,686
(a) For instruction in agriculture, mechanic arts, etc. ²	3,530,000	4,030,000
(b) For agricultural extension service ³	16,758,096	17,125,014
(c) For agricultural experiment stations ⁴	5,155,695	5,896,672
2. For vocational education at secondary level ⁵ (subtotal) ⁶	10,386,603	10,386,603
(a) For training of teachers.....	1,115,000	1,115,000
(b) For agricultural education.....	4,098,020	4,098,020
(c) For trade and industrial education ⁶	4,122,191	4,122,191
(d) For home-economics education.....	1,051,392	1,051,392
3. For vocational rehabilitation ⁷	1,454,859	1,474,859
United States Office of Indian Affairs (total) ⁷	7,922,720	9,452,375
1. For support and education of Indian pupils at 19 nonreservation schools.....	2,642,575	2,606,475
2. For subsistence of pupils retained in Government boarding schools during summer.....	45,000	-----
3. For the support of Indian schools not otherwise provided for, including pupil transportation costs, tuition to public schools, and expense of pupils placed with families for educational purposes.....	4,609,145	6,124,020
4. For education of natives of Alaska ⁷	626,000	721,880
Federal oil and mineral royalties ⁸	1,640,326	1,952,060
National-forest funds ⁹	995,891	1,214,547
Public-land and timber sales ¹⁰	14,577	15,000
Public-land sale grants ¹¹	1,649	-----
Howard University.....	665,000	675,000
National Training School for Boys.....	¹² 203,000	¹² 225,000
Columbia Institution for the Deaf.....	¹² 135,800	132,000
Public Schools of the District of Columbia ¹³	1,644,443	1,573,061
United States Military Academy ¹⁴	2,357,256	¹² 3,092,104
United States Naval Academy ¹⁴	1,928,000	¹² 1,911,196
Four State marine schools ¹⁵	100,000	100,000
Public schools in Panama Canal Zone.....	379,556	¹⁶ 433,000

¹ Includes amounts authorized for the Vocational Education Division, formerly the Federal Board for Vocational Education, and for administering CCC educational program.

² Administered by the Office of Education.

³ Administered by the U. S. Department of Agriculture.

⁴ Administered by the U. S. Department of Agriculture and includes cost of administration, research, and service of the staff in Washington, D. C., and of the printing of official experiment station documents.

⁵ The amounts indicated are the maximum amounts authorized for apportionment to the several States and Territories. In case a balance remains from a preceding year's apportionment in any State, the apportionment to that State is reduced accordingly.

⁶ A certain part of this sum may be used for home-economics education.

⁷ Does not include personal services and expenses of the national office in Washington, D. C., except those for the section dealing with education of natives in Alaska.

⁸ Amount accrued for fiscal years 1936 and 1937 for roads or schools for all States receiving such funds except Oregon; 37½ percent of receipts from bonuses, royalties, and rentals received by the Federal Government is paid to the State within whose boundaries the leased lands or deposits are located, with the exception noted.

⁹ 5 percent of the current national-forest receipts, chiefly from timber and grazing rights, is paid to the States for public roads and schools of the counties in which the forests are situated.

¹⁰ Certain counties in Oregon contain land which has been turned back to the U. S. Government, 25 percent of income from the sale of such land or timber sold from it goes to the State for the counties for roads, port districts, and schools.

¹¹ Amount accrued for fiscal year 1936 for roads or schools; 5 percent of the receipts from the sale of public lands within certain States is paid to the State for public schools or roads; data for 1937 not available.

¹² Does not include deficiency appropriations for previous years.

¹³ Estimate. Includes funds provided by the Federal Government for the expense of educating children of the District of Columbia in such institutions as the National Training School for Girls.

¹⁴ Funds are provided annually by the Federal Government for the educational training of cadets in the U. S. Military Academy at West Point and the U. S. Naval Academy at Annapolis. Such provision is authorized each year by Congress as a part of the annual appropriation acts for the War and Navy Departments. The amounts indicated for the Military Academy include \$964,080 authorized for the year 1936 and \$1,375,920 for the year 1937 as pay for the cadets enrolled in that school, but the corresponding amounts for the Naval Academy do not include pay for the midshipmen enrolled there since funds for their pay are included in the appropriation for the pay of the regular personnel of the Navy.

¹⁵ To reimburse the States of California, Massachusetts, New York, and Pennsylvania for expenses incurred in maintenance and support of their marine schools, \$25,000 each; in addition the use of \$90,000 was authorized for the maintenance and repair of ships loaned to the schools by the U. S. Navy.

¹⁶ Expenditures.

Appropriations, or Allotments, for Schools on Federal Government Reservations.

Congress usually authorizes the use of funds from the Federal Treasury for education purposes in connection with a few areas which are reserved wholly or in part for Federal Government functions. For example, funds for the public schools in the Panama Canal Zone are included in the annual appropriation act for the civil government of that zone. Another example is in connection with the annual provision for the expenses of the civil government of the District of Columbia which is authorized by acts of Congress. Congress regularly authorizes an appropriation from the Federal Treasury to supplement funds raised by local taxation for the annual needs of the local government of the District of Columbia. A large amount of property in the District of Columbia is owned by the Federal Government and, consequently, is exempt from local government taxation; hence the appropriation from the Federal Treasury is in lieu of taxes which would be paid by the Federal Government if its property were taxable. For the fiscal years 1936 and 1937 somewhat less than 15 percent of the total cost of the District of Columbia government was met by the Federal Government funds. (See table 1.) In a majority of cases, however, no Federal Government funds are provided. Since these areas are not under the control of any State or locality, the problem of education for children in them appears to be one for Federal Government attention. For a treatment of this question, see Office of Education Leaflet No. 46, Educational Facilities for Children on Federal Government Reservations, 1934-35.

Expenditures of Federal Government funds for education in connection with the Tennessee Valley Authority.—The Tennessee Valley Authority does not appear to belong to either classification set up in this study. It is an extraordinary undertaking, yet does not belong to emergency projects, for it probably will continue operation irrespective of the time when emergency conditions cease. A special report from the headquarters office of the Authority in Knoxville reveals the following facts regarding education and expenditures for education:

The Tennessee Valley Authority expended \$160,906 and \$138,361 during the fiscal years ended June 30, 1936, and 1937, respectively, for the provision of school facilities for the children of TVA employees. These expenditures, at Norris Town, Wheeler Camp, Pickwick Camp, Muscle Shoals Reservation, and Guntersville, were as follows:

	1936	1937
Current expenses.....	\$128, 603	\$127, 386
Transportation.....	3, 605	2, 791
Tuition.....	2, 011	8, 184
New buildings.....	26, 687	-----
Total.....	\$160, 906	\$138, 361

A substantial portion of the expenses for schools under the control of the Authority, including rental and depreciation on buildings and equipment, was taken care of by rental charges against employees living on TVA property and by tuition charges against county boards of education for the education of pupils from county school districts in TVA schools.

II. EMERGENCY APPROPRIATIONS OR ALLOTMENTS

During the year 1933-34, for the first time in the history of public education in the United States, the Federal Government advanced funds directly to individual schools, or as wages to individuals for engaging in educational work. (See Office of Education Leaflet No. 45.) Such funds were provided for a number of purposes directly affecting the schools. For example, the Federal Emergency Administration of Public Works made loans and grants for school building and improvement projects; the Federal Emergency Relief Administration provided wages for needy college students, for the employment of idle persons qualified to instruct adults, to work in nursery schools, and to teach in schools in rural areas and in cities of less than 5,000 population; and the Civil Works Administration allotted funds for various school-improvement projects. Allotments for similar projects were made during the years 1934-35, 1935-36, and 1936-37. The following pages are devoted to descriptions of the most important of these allotments.

Educational Program of the Civilian Conservation Corps.

The educational program of the Civilian Conservation Corps was inaugurated in December 1933. A statement from the Office of the Director of the Educational Program of the CCC, describes the work as follows:

Under the plan adopted November 22, 1933, by the Emergency Conservation Work Administration, the Office of Education acts in an advisory capacity to the War Department in all matters affecting the educational program of the CCC. The Director of CCC Camp Education appointed by the Commissioner of Education recommends to the Secretary of War the outlines of instruction, teaching procedures, and types of teaching materials for use in the camps. On June 25, 1935, a few days before the beginning of the fiscal year, 1935-36, an Assistant Director of the CCC Camp Education was authorized to assist in the supervision of the educational program in the Washington office.

Likewise other improvements were made in the administration of the program. An assistant corps area education adviser was authorized to assist the corps area educational adviser in the administration and supervision of the program in each of the nine Army corps areas. A district educational adviser was authorized to assist the district commander in each of the CCC districts throughout the country. Finally, the quota of camp educational advisers was increased to provide one adviser for each CCC company.

During the year 1935-36, the size of the CCC fluctuated greatly, ranging from 290,612 in July 1936 to 321,381 in December 1936. Approximately 75

percent of the enrollees participated regularly in one or more of the educational activities during the year. An analysis of the educational level of the enrollees shows that approximately 2.5 percent were illiterate; 28.5 percent were on the elementary level (i. e., had not graduated from elementary school); 54 percent were on high-school level (i. e., had not graduated from high school); and 15 percent were on the college level (i. e., had graduated from high school and may or may not have entered college.

Academic courses were provided for the enrollees in the camps and in May 1936, approximately 165,000 enrollees were taking these courses. In addition, 215,000 enrollees were participating in the job-training program; 200,000 were taking vocational courses; and 75,000 were enrolled in such activities as arts and crafts, music, and dramatics. Reports show that approximately 350,000 books are circulating monthly in the camps and nearly 10,000 educational films dealing with a wide variety of subjects are being shown to enrollees every month. More than 1,600 camps now publish camp newspapers.

Schools, colleges, and community leaders throughout the country continue to lend assistance to the Corps every year. The number of regular school teachers who act as voluntary unpaid instructors of enrollees increased from 143 in July 1935 to 398 in June 1936. Enrollees attending classes in schools located near the camps average about 75,000 per month during the period. In addition, scores of colleges and universities have extended needed assistance to the camps in a variety of ways. More than 20 institutions now provide a series of correspondence courses to enrollees at a low rate of charge. The number of enrollees taking such courses increased from 20,000 in October 1935 to 23,500 in May 1936.

The efforts of the CCC officials to help enrollees bridge the gap between camp and employment are undoubtedly winning substantial results. A recent report from the Director, Emergency Conservation Work, shows that 145,531 men left the Corps during the year to accept employment.

The report ¹ of the Director for the year 1936-37 states in part:

The year witnessed the extension of the educational program to include almost 90 percent of the enrollees, but much more than that, there was improvement in the educational activities and the content of the instruction offered. The previous years might be characterized as a period of experimentation and extension of the program—this year might be called a year of consolidation of the ground already gained. At the close of the fiscal year, Congress extended the Civilian Conservation Corps for a period of 3 years and emphasized the importance of providing employment, as well as vocational training, for youthful citizens of the United States who are unemployed and in need of employment * * *. The act also provided, That at least 10 hours each week may be devoted to general educational and vocational training, and finally authorized, That in the discretion of the director continuous service by the enrollee during his period of enrollment shall not be required in any case where the enrollee attends an educational institution of his choice during his leave of absence.

The educational activities may be roughly classified in six groups: Academic courses, vocational courses, informal activities, professional training, miscellaneous activities, and certain general activities. During the

¹Annual report of the Secretary of the Interior for the fiscal year ended June 30, 1937. Government printing office, Washington, D. C. p. 283-88.

average month of the past year, about 53,000 courses and activities were carried on in the camps. In an average company there were approximately 26 courses, of which 7 were academic; 8 were vocational; 4 were connected with the job training activities; 3 were informal activities (arts and crafts, dramatics, music, etc.); 2 are classified as miscellaneous (first-aid, health, and safety courses); and 2 are classified as professional.

Camp libraries have been expanded to the extent that more than 1,500,000 books are now available to the enrollees. During the past year the circulation of books has averaged 300,000 per month and about 50 percent of the enrollees are regularly engaged in reading. Approximately 6,500 films dealing with a wide variety of subjects are shown to the men every month and more than 1,600 camps now publish a camp newspaper.

Expenditures for the CCC Educational Program at the several camps, but not including the amounts for the administrative work in the Washington office during the 2 years, were \$4,271,763 and \$4,712,753, respectively. Expenditures for the administrative work in the Washington office were \$36,040.57 in 1936 and \$36,472 in 1937.

Loans for School Districts Through the Reconstruction Finance Corporation.

A potential source of financial assistance for education was authorized by Congress in August 1935, in an act which provides that the Reconstruction Finance Corporation may lend not to exceed \$10,000,000 of Federal Government funds to tax-supported public-school districts. Such loans shall be made for the purpose of enabling school districts to reduce or refinance their indebtedness. However, no loans have been made under this act.

A somewhat similar law was enacted in 1934, but its provisions extended only to January 31, 1935. Under its terms the RFC had been authorized to make loans not to exceed \$75,000,000 to school districts for the purpose of paying salaries of teachers due prior to June 1934. One loan of \$22,500,000 was made and has been repaid under that law.

National Advisory Committee on Education.

It should be noted here that the relations of the Federal Government to education have been under investigation during the past 2 years by the Advisory Committee on Education. That committee was appointed by the President in September 1936, to "study the experience under the existing program of Federal aid for vocational education, the relation of such training to general education and to prevailing economic and social conditions; and to develop recommendations . . . to the Congress and the Executive."² In April 1937 the scope of its investigation was increased to include the whole subject of Federal relationship to State and local conduct of education.

² The advisory committee on education. Report of the committee. Floyd D. Reeves, chairman. Washington, D. C., Government printing office. 1938. p. III.

Emergency Relief Projects Conducted by the Office of Education.

During the fiscal year 1936 the President authorized the Office of Education to conduct five education projects with relief funds. These were: (1) The Public Forum Project (2) Projects for Research in Universities (3) Vocational Education and Guidance of Negroes (4) Emergency Educational Radio Programs, and (5) Local School Units Project.

A news release by the Commissioner of Education in January 1937, described the projects as follows:

The Commissioner of Education has given general direction to these five projects, practically all of which have been carried forward under the management of State and local education officials. The Office of Education has acted as a coordinating and clearing house agency.

Through the Public Forums Project, 19 forum demonstration centers have been established in 19 different States to advance the general program of adult civic education.

The Educational Radio Project produces five programs broadcast each week over Nation-wide N. B. C. and C. B. S., networks. Each program uses a new technique to interest, entertain, and educate radio listeners.

Seventy-three universities in 40 States have participated in the Research in Universities Project during the year. This project has employed several hundred unemployed students to conduct research studies of importance in solution of many educational problems.

One hundred ninety-two communities in 35 States have cooperated with the Office of Education in providing more than 500 Negroes on relief to carry on the National Survey of Vocational Education and Guidance for Negroes.

In addition to providing work for more than 1,600 persons on relief, the Local School Units Project has aimed to determine possibilities for organization of better schools throughout the United States, and for improvement of local public-school administration through organization of more satisfactory local school administrative units.

Considerable progress had been made on each of the five projects at the end of the year (June 30, 1936) but it had not been possible to complete them. Consequently their continuance was authorized and emergency funds for the work were again made available. Expenditures for these projects during the fiscal years ended June 30, 1936 and 1937 were \$547,236.30 and \$1,759,873.35, respectively.

National Youth Administration.

The National Youth Administration, organized within the framework of the Works Progress Administration to extend financial assistance to needy young persons, gave employment during the period under consideration to high-school and college students on the campuses of their respective schools. The rates of pay were as follows: High-school students received not more than \$6 per month each; college students taking undergraduate work, not more than \$15; and college students taking graduate work, not to exceed an average of

\$25 per month, with a maximum of \$40 per month. The amounts expended for such work during the 2 years follow:

	1936	1937
High-school student aid.....	\$9, 606, 737. 93	\$11, 861, 585. 47
College student (undergraduate) aid.....	13, 470, 779. 12	15, 060, 031. 00
College student (graduate) aid.....	984, 285. 50	1, 076, 662. 00
Total	24, 061, 802. 55	27, 998, 278. 47

Education Program of the Works Progress Administration.

Detailed data showing expenditures for the education program of the Works Progress Administration by specific projects for the fiscal year 1936 are not available. The time of beginning the education program under the WPA was not uniform in all States. Most of them, however, had these programs in operation by December 1935. The tabulation which follows shows the cumulated expenditure by States to June 30, 1936, and for the fiscal year 1937.

TABLE 2.—EXPENDITURES ON WORKS PROGRESS ADMINISTRATION
EDUCATION PROJECTS FEDERAL FUNDS

[Cumulated through June 30, 1936, and for the fiscal year 1937]¹

State	Cumulated through June 30, 1936 ²	Fiscal year 1937 ³	State	Cumulated through June 30, 1936	Fiscal year 1937
Total.....	\$28, 748, 161	\$42, 805, 105	Nebraska.....	\$216, 109	\$368, 932
Alabama.....	282, 009	478, 060	Nevada.....	17, 781	24, 844
Arizona.....	152, 345	248, 273	New Hampshire.....	43, 321	78, 889
Arkansas.....	155, 793	378, 164	New Jersey.....	808, 199	1, 129, 821
California.....	1, 376, 794	2, 592, 668	New Mexico.....	87, 026	151, 540
Colorado.....	294, 861	467, 730	New York City.....	10, 537, 183	10, 373, 196
Connecticut.....	469, 124	676, 737	New York (exclusive of New York City).....	1, 761, 625	3, 166, 473
Delaware.....	5, 395	27, 839	North Carolina.....	351, 303	350, 106
District of Columbia.....	66, 092	147, 360	North Dakota.....	93, 797	230, 087
Florida.....	469, 353	559, 463	Ohio.....	1, 086, 443	1, 993, 636
Georgia.....	461, 601	411, 689	Oklahoma.....	83, 170	214, 706
Idaho.....	85, 205	167, 816	Oregon.....	374, 993	168, 404
Illinois.....	741, 084	2, 036, 346	Pennsylvania.....	1, 355, 632	3, 295, 445
Indiana.....	261, 706	598, 296	Rhode Island.....	163, 794	253, 742
Iowa.....	116, 925	203, 832	South Carolina.....	270, 703	471, 653
Kansas.....	192, 000	584, 040	South Dakota.....	197, 363	265, 893
Kentucky.....	368, 548	629, 064	Tennessee.....	337, 639	255, 671
Louisiana.....	485, 267	761, 893	Texas.....	656, 818	1, 178, 254
Maine.....	61, 668	102, 131	Utah.....	129, 093	174, 074
Maryland.....	144, 831	148, 492	Vermont.....	43, 357	97, 073
Massachusetts.....	887, 922	1, 292, 770	Virginia.....	495, 443	470, 412
Michigan.....	285, 667	917, 159	Washington.....	357, 026	514, 275
Minnesota.....	411, 574	612, 446	West Virginia.....	312, 197	631, 422
Mississippi.....	320, 770	692, 884	Wisconsin.....	361, 672	462, 095
Missouri.....	437, 339	1, 346, 703	Wyoming.....	40, 202	83, 168
Montana.....	32, 399	119, 439			

¹ Works Progress Administration, Division of Research, Statistics and Records, Feb. 10, 1938 (subject to revision).

² Does not include the value of rentals and services provided.

³ Includes the value of rentals and services January through June 1937, only, which amounted to \$84,599.

The tabulations below show the number of teachers and other employees, enrollees, and classes in the Education Program of the Works

Progress Administration for April 1936 and April 1937, by classification. The following statement from the Office of the Director of the Education Program explains why April figures were used for 1936:

April figures were selected for tabulation as it is the earliest month of the year for which accurate data are available. This is due to the fact that the change from FERA to WPA was taking place, and . . . statistics prior to April are not sufficiently complete to reflect a typical month in the program.

In order to show comparable data for 1937, figures for the month of April were selected again.

TABLE 3.—TEACHERS AND OTHER EMPLOYEES, ENROLLEES, AND CLASSES IN THE EDUCATION PROGRAM OF THE WORKS PROGRESS ADMINISTRATION FOR APRIL 1936 AND APRIL 1937, BY CLASSIFICATION

Classification (type of class)	Number of—		
	Teachers and other employees	Enrollees	Classes
1936			
Literacy.....	7,020	256,299	25,301
Nursery schools.....	5,219	53,396	1,686
General adult education.....	15,863	789,752	66,869
Parent education.....	1,243	89,921	6,063
Vocational education.....	5,971	252,147	20,256
Workers' education.....	811	68,753	4,432
Freshman colleges.....	735	9,360	154
Correspondence study centers.....	274	22,776	512
Other educational projects.....	5,407	311,197	9,301
Total.....	42,543	1,853,601	134,574
1937			
Literacy.....	6,018	242,511	23,862
Workers' education.....	723	67,361	3,640
Public affairs education.....	385	33,382	2,448
Parent education.....	701	68,950	4,071
Homemaking education.....	2,158	110,079	9,480
Vocational education.....	3,829	194,858	15,886
Education in avocational and leisure-time activity.....	3,337	669,785	37,233
College level instruction.....	587	15,289	833
Correspondence instruction.....	347	22,269	830
Other general adult education.....	7,546	396,181	30,908
Nursery schools.....	6,544	53,210	1,574
Other assignments.....	9,799	163,637	12,632
Total.....	41,974	2,037,512	143,397

¹ Prepared by the Works Progress Administration, Division of Education Projects, Sept. 27, 1937.

² Prepared by the Works Progress Administration, Division of Education Projects, Feb. 10, 1938.

Allotments made for school buildings by the Federal Emergency Administration of Public Works.

The data in table 4 were compiled by the PWA to show the amount of financial assistance extended by that Administration for school building purposes in the different States and Territories. Since the

work on a project for which PWA funds are secured may not be completed by June 30 of a given year and consequently may extend into the succeeding year, it will be seen that the matter of listing such funds by fiscal years is not easy. For this reason the data show the extent of the program from its beginning through June 1937. The data show totals by States for Federal and for non-Federal projects separately; for non-Federal projects they also show amounts for secondary (public) schools, for colleges and universities, for other educational institutions, and for public libraries.

TABLE 4.—PWA ALLOTMENTS AND ESTIMATED COST FOR EDUCATIONAL BUILDING CONSTRUCTION FROM BEGINNING OF PROGRAM THROUGH JUNE 30, 1937

[Federal Emergency Administration of Public Works, Projects Division]

State or outlying part	NON-FEDERAL PROJECTS							
	Secondary schools				Colleges and universities			
	Number of projects ¹	Allotments		Estimated cost	Number of projects ¹	Allotments		Estimated cost
		Loan	Grant			Loan	Grant	
1	2	3	4	5	6	7	8	9
Total.....	3,342	\$56,351,546	\$183,957,379	\$470,042,774	288	\$22,945,219	\$27,407,293	\$74,321,928
Alabama.....	62	2,366,155	2,873,891	6,960,824	4	-----	211,746	465,928
Arizona.....	16	464,210	423,809	1,023,526	4	1,610,000	755,818	2,374,878
Arkansas.....	19	574,422	523,590	1,306,938	17	2,664,330	1,373,810	4,157,082
California.....	255	9,054,614	24,114,369	63,691,017	1	-----	65,000	228,382
Colorado.....	35	16,100	1,161,969	2,642,471	8	446,900	486,618	1,195,263
Connecticut.....	32	-----	2,148,261	5,562,498	-----	-----	-----	-----
Delaware.....	12	-----	842,028	3,213,965	-----	-----	-----	-----
Florida.....	40	1,214,750	1,100,250	2,879,094	4	275,000	170,500	653,891
Georgia.....	89	776,786	2,206,721	5,328,658	15	-----	447,206	991,790
Idaho.....	31	30,000	917,824	2,155,739	1	-----	49,909	110,909
Illinois.....	144	1,332,301	11,278,392	29,384,289	4	1,091,000	676,778	2,156,410
Indiana.....	110	-----	4,491,329	10,223,319	15	113,500	2,195,229	5,285,012
Iowa.....	108	21,970	2,903,976	7,350,753	9	-----	381,050	1,165,606
Kansas.....	82	-----	3,069,399	8,102,904	6	-----	177,575	405,652
Kentucky.....	68	1,529,160	2,423,919	5,803,773	10	486,800	1,220,310	2,848,380
Louisiana.....	15	77,000	411,156	996,247	1	-----	289,281	642,847
Maine.....	17	71,500	566,301	1,359,866	-----	-----	-----	-----
Maryland.....	19	305,250	2,080,857	6,226,650	3	-----	300,700	1,032,107
Massachusetts.....	65	-----	5,897,287	15,799,451	10	-----	639,350	2,197,833
Michigan.....	88	764,000	3,784,573	8,875,949	-----	-----	-----	-----
Minnesota.....	100	206,610	4,041,207	9,524,291	8	-----	459,475	1,348,222
Mississippi.....	79	1,177,936	2,080,812	4,830,393	5	108,000	185,198	408,718
Missouri.....	99	988,187	3,655,164	10,592,019	3	-----	758,270	1,699,345
Montana.....	36	884,564	1,846,445	4,770,332	8	1,178,700	537,447	1,722,545
Nebraska.....	62	53,000	1,103,655	2,702,930	4	-----	600,800	1,342,659
Nevada.....	14	7,000	233,563	635,806	-----	-----	-----	-----
New Hampshire.....	15	150,750	646,088	1,573,509	1	-----	57,721	128,269
New Jersey.....	45	4,643,610	4,110,153	11,191,970	-----	-----	-----	-----
New Mexico.....	16	518,000	637,266	1,564,143	9	782,500	570,041	1,469,182
New York.....	200	16,199,130	27,618,071	74,022,200	3	1,099,000	2,491,800	6,390,800
North Carolina.....	68	2,442,600	3,609,029	9,346,278	5	10,850	468,040	1,094,920
North Dakota.....	52	816,530	1,066,961	2,824,773	2	-----	113,932	253,182
Ohio.....	181	724,700	8,296,241	19,595,754	9	193,800	668,877	1,735,014
Oklahoma.....	73	802,388	2,867,517	7,042,770	17	1,757,900	1,721,637	4,137,137
Oregon.....	60	725,840	1,976,173	4,796,509	6	602,000	437,250	1,152,800

¹ Number of projects does not represent the total number of buildings involved as in many instances several buildings are included under 1 project.

TABLE 4.—PWA ALLOTMENTS AND ESTIMATED COST FOR EDUCATIONAL BUILDING CONSTRUCTION FROM BEGINNING OF PROGRAM THROUGH JUNE 30, 1937—Continued

State or outlying part	NON-FEDERAL PROJECTS							
	Secondary schools				Colleges and universities			
	Number of projects	Allotments		Estimated cost	Number of projects	Allotments		Estimated cost
		Loan	Grant			Loan	Grant	
1	2	3	4	5	6	7	8	9
Pennsylvania.....	266	\$686,350	\$20,145,978	\$47,219,226				
Rhode Island.....	11	684,453	2,143,339	6,725,392	7		\$294,800	\$1,051,080
South Carolina.....	50	587,750	1,566,022	3,679,478	5	\$949,000	776,453	1,726,453
South Dakota.....	41	452,200	1,188,822	3,239,113				
Tennessee.....	46	697,200	2,259,467	5,267,312	3	238,265	268,042	746,614
Texas.....	231	3,812,155	8,502,872	22,117,734	31	4,300,500	2,562,488	7,876,440
Utah.....	25	93,000	1,367,219	3,723,196	2		293,250	671,000
Vermont.....	6	9,375	125,448	292,386	1		60,300	222,187
Virginia.....	82	256,000	2,962,553	7,715,153	19	3,264,600	2,192,343	6,385,706
Washington.....	83		2,482,373	6,088,000	9	434,994	1,457,823	4,221,539
West Virginia.....	5		96,199	213,693	14	1,123,880	790,336	2,015,036
Wisconsin.....	67	23,000	3,628,956	8,692,861	3		58,490	144,200
Wyoming.....	14	70,000	383,006	903,572	1	213,700	100,600	300,000
District of Columbia.....								
Alaska.....	3	22,000	58,220	128,600				
Hawaii.....	4		23,114	100,905	1		49,000	166,910
Puerto Rico.....	1	19,000	15,545	34,545				
Virgin Islands.....								
Panama.....								
Various.....								

State or outlying part	NON-FEDERAL PROJECTS							FEDERAL PROJECTS		
	Other educational institutions				Public libraries			Secondary schools, colleges and universities		
	Number of projects ¹	Allotments		Estimated cost	Number of projects ¹	Allotments		Estimated cost	Number of projects ¹	Estimated cost
		Loan	Grant			Loan	Grant			
9	10	11	12	13	14	15	16	17	18	19
Total.....	38	\$497,400	\$3,811,670	\$9,834,800	50	\$725,800	\$2,045,287	\$6,099,652	168	\$13,511,264
Alabama.....	1		24,300	54,000					1	125,000
Arizona.....	1	64,400	25,600	90,000					26	2,094,028
Arkansas.....										
California.....					5		61,420	143,165	3	20,850
Colorado.....									2	88,444
Connecticut.....					2		83,331	185,180	2	22,300
Delaware.....										
Florida.....										
Georgia.....					1		13,500	30,000	2	579,390
Idaho.....									1	48,140
Illinois.....	7		727,877	1,759,764	5	9,900	91,389	222,489		
Indiana.....	1		66,150	147,000	3		47,525	105,612		
Iowa.....	1		33,750	75,000						
Kansas.....	3		140,150	402,433	3		39,825	93,601		
Kentucky.....										

¹ Number of projects does not represent the total number of buildings involved as in many instances several buildings are included under 1 project.

TABLE 4.—PWA ALLOTMENTS AND ESTIMATED COST FOR EDUCATIONAL BUILDING CONSTRUCTION FROM BEGINNING OF PROGRAM THROUGH JUNE 30, 1937—Continued

State or out-lying part	NON-FEDERAL PROJECTS								FEDERAL PROJ-ECTS	
	Other educational institutions				Public libraries				Secondary schools, colleges, and universities	
	Number of projects	Allotments		Esti-mated cost	Number of projects	Allotments		Esti-mated cost	Number of projects	Esti-mated cost
		Loan	Grant			Loan	Grant			
9	10	11	12	13	14	15	16	17	18	19
Louisiana.....										
Maine.....										
Maryland.....										
Massachusetts.....	1		\$85, 700	\$300, 000	3		\$38, 500	\$111, 715		
Michigan.....										
Minnesota.....					2		85, 100	204, 977	3	\$227, 600
Mississippi.....	2		18, 000	40, 000					1	14, 000
Missouri.....					1		21, 273	47, 273		
Montana.....	1	\$161, 000	64, 000	225, 000					6	93, 800
Nebraska.....									1	39, 000
Nevada.....									4	99, 100
New Hampshire.....	2		82, 751	183, 892	1		3, 600	12, 216		
New Jersey.....	1		198, 000	440, 000	3		85, 840	190, 754	2	143, 835
New Mexico.....									20	1, 748, 342
New York.....	3	272, 000	545, 500	1, 905, 714	4		531, 075	1, 759, 179	2	196, 820
North Carolina.....	1		16, 362	36, 362					2	60, 550
North Dakota.....									9	286, 750
Ohio.....					5	\$74, 500	215, 381	559, 291		
Oklahoma.....					1	73, 700	26, 300	100, 000	8	532, 080
Oregon.....					2		479, 250	1, 065, 000	1	72, 750
Pennsylvania.....	4		1, 381, 896	3, 135, 732	1	550, 000		550, 000		
Rhode Island.....	2		138, 118	357, 622						
South Carolina.....										
South Dakota.....									8	179, 400
Tennessee.....										
Texas.....	1		24, 545	54, 545	1	17, 700	7, 300	25, 000		
Utah.....									2	13, 610
Vermont.....					1		8, 800	30, 223		
Virginia.....	2		100, 000	319, 000	1		11, 340	25, 200	2	378, 286
Washington.....	1		32, 800	72, 800	3		165, 442	574, 117	2	75, 285
West Virginia.....										
Wisconsin.....	2		103, 921	230, 936	1		13, 891	30, 870	2	30, 700
Wyoming.....	1		2, 250	5, 000						
District of Co-lumbia.....									27	5, 603, 553
Alaska.....									23	236, 500
Hawaii.....					1		15, 205	33, 790		
Puerto Rico.....										
Virgin Islands.....									2	11, 900
Panama.....										286, 861
Various.....									3	202, 390

The following quotation from a report of the Federal Emergency Administration of Public Works entitled, *Aids to Education, 1937*, describes the undertaking regarding school buildings to December 1, 1936:

Under the Public Works Administration Program, 33,718 new classrooms have been provided for elementary and high schools with seating accom-

modations for 1,389,655 pupils. In addition to the classrooms there were provided 2,165 auditoriums, 1,720 gymnasiums, 884 libraries, 676 shops, 443 cafeterias, and approximately 6,000 other units such as laboratories, science and commercial rooms, and study halls. A large majority of these facilities are included in the 5,239 new buildings completed or under construction. Besides these new facilities, repairs have been made to 1,105 schools for the purpose of providing better sanitation and adequate protection to the lives of students. More than 10,000 improvements are included in the 1,105 projects of this description.

It should be explained that "Secondary schools", as used in the tabulations made by the PWA include all public schools below college grade. Furthermore, the term "projects", as used, is not synonymous with the term "school buildings." The report of the PWA mentioned in the preceding paragraph states:

The term "project", insofar as schools are concerned, means the building or buildings or other facility or facilities to be constructed or improved for which an application is made. . . . A single project often includes a number of buildings or facilities or a combination of the two.

TABLE 5.—ALLOTMENTS FOR NON-FEDERAL EDUCATIONAL BUILDING CONSTRUCTION NIRA, ERA 1935, ERA 1935 SUPPLEMENT, AND FDA 1936 PROGRAMS, DEC. 1, 1936¹

Type of buildings	Number of projects	Total estimated cost	Amount raised by applicant	PWA allotment		
				Total	Loan amount	Grant amount
1	2	3	4	5	6	7
Total all programs.....	3,732	\$550,353,913	\$252,249,633	\$298,104,230	\$84,721,822	\$213,832,458
Secondary schools.....	3,364	469,005,101	224,028,987	244,976,114	60,147,613	184,828,501
Colleges and universities.....	283	71,370,244	22,149,068	49,221,176	23,732,909	25,488,267
Other educational institutions..	34	5,099,210	3,107,989	1,991,221	173,500	1,817,721
Libraries.....	51	4,879,358	2,963,589	1,915,769	217,800	1,697,969

¹ Aids to education. Washington, D. C., Federal Emergency Administration of Public Works, 1937. P. 12.

SELECTED REFERENCES ON FEDERAL AID TO EDUCATION

The references named here are among the best to be found on the subject of Federal aid to education. They have been selected with the view of listing studies which contain concrete data or authoritative discussion. It should be stated that an abundance of relevant material is available to those interested and no attempt is made to include in this list studies which are only indirectly helpful. Particular attention is called to the regular reports of the Office of Education dealing with land-grant colleges and vocational education.

ADVISORY COMMITTEE ON EDUCATION. Report of the committee. Floyd D. Reeves, chairman. Washington, D. C., Government printing office, 1938. 243 p.

Analyzes education in the national life and presents a recommended program. Includes many relevant data.

BUEHLER, E. C., *Comp. and ed.* Federal Aid for Education. (The high-school debater's help book.) New York, Noble & Noble, Inc., 1934. 276 p.

Brings together a comprehensive collection of materials, showing sources of same, on both sides of the question. Arranged to be of immediate assistance to young debaters. Includes 41 pages of references.

CARR, WILLIAM G. Federal Assistance in Equalizing Educational Opportunity. Reprinted from the 1934-35 Debate Handbook. National Education Association. 36 p.

CLAXTON, PHILANDER P., and DEWEY, JOHN. Federal Aid to Elementary Education. New York City, National Child Labor Committee, 1917. 11 p. (National Child Labor Committee pamphlet 280.)

Gives reasons why Federal aid for elementary schools is necessary.

COCKING, WALTER D. Federal Aid for Education. Nashville, Tenn., State Department of Education, 1934. p. 1-26. (The Tennessee Education Bulletin, vol. 12, No. 7, March 1934.)

States need for Federal aid for education, particularly in Tennessee. Also reviews movement to obtain such aid.

COOK, WILLIAM A. Control of Education by the Federal Government. . . . *In his* Federal and State School Administration. New York, Thomas Y. Crowell Co., 1927. p. 47-135.

Treats historically Federal aid to education.

COOPER, WILLIAM JOHN. Way Out for Education. School Life, 18: 126, March 1933.

Names three periods of school finance. Suggests a sales tax with certain exemptions in lieu of general property tax for education.

COVERT, TIMON. Federal Grants for Education, 1933-34. Washington, United States Government Printing Office, 1935. 14 p. (United States Department of the Interior, Office of Education, Leaflet No. 45.) For comparable data for 1934-35 see Office of Education Circular No. 162.

CUBBERLEY, ELLWOOD P. The Question of Federal Aid. *In his* State School Administration. New York, Houghton Mifflin Co., 1937. p. 489-511.

Points out in graphic form need for and amount of Federal aid for education on basis of social income by States.

CUTHBERTSON, G. Federal Student Aid in Missouri, 1934-1935. Jefferson City, Missouri Relief and Reconstruction Commission, 1935. 78 p.

DAWSON, HOWARD A. Equalization of Educational Opportunity Through the Harrison-Fletcher Bill. (Washington, D. C., The National Education Association.) Multig. 4 p.

Federal Aid to the States. Report of the National Municipal League. Committee on Federal Aid to the States. Austin F. Macdonald, Chairman. Supplement to the National Municipal Review. Vol. 17, No. 10, October 1928. 261 Broadway, New York. p. 619-659.

Reviews history of Federal aid to States, including that of education.

Federal Contributions to Public Education in California. California Schools, State Department of Education, Sacramento, 7:193, June 1936.

Tabulates receipts of Federal Government funds for the years 1932-35 according to nine purposes for which they were used.

Federal Moneys for Public Schools. Congressional Digest, Vol. XIII, No. 8-9, August-September 1934. Washington, D. C. (*See also* the February 1934 number.)

Presents arguments pro and con. Includes factual data.

GOODYKOONTZ, BESS. Education of Uncle Sam's Tenants. School Life, 20:209-210, May 1935.

Shows need for educational facilities on Government reservations, calls attention to present situation, and explains how the problem is met in certain instances.

GREENLEAF, W. J. Aiding College Students. School Life, 20:110, January 1935.

Shows how the Federal Government helped students in 1,482 institutions of higher learning pay their way.

HARRISON, Hon. PAT. Equal Opportunity For Children. Congressional Record, June 20, 1936.

Cites facts regarding need for Federal Government funds to equalize school costs among the States.

JOHNSON, Rev. GEORGE. Federal Aid to Education in the Emergency. The Catholic Educational Review, 32: 65-82, February 1934.

Analyzes critically the financial crisis facing the schools. Points out that equalization by use of Federal Government funds may result in loss of freedom. Uses relevant statistics and excerpts from many studies.

THE JOINT COMMISSION ON THE EMERGENCY IN EDUCATION. Report of National Conference on the Financing of Education. Published by Department of Superintendence, National Education Association, 1201 Sixteenth Street NW., Washington, D. C. (1933.) 78 p.

Reports details of the conference held at Columbia University July 31 to August 11, 1933. Expresses philosophy of school support.

JUDD, CHARLES H. What Should the Federal Government do for American Education? School Life, 17: 51, November 1931.

States that the major function of the Federal Government in education is research on a Nation-wide scale. Discusses the relationship between other research agencies and the Office of Education.

KEESECKER, WARD. W. Digest of Legislation Providing Federal Subsidies for Education. Washington, United States Government Printing Office, 1930. 52 p. (United States Department of the Interior, Office of Education, Bulletin, 1930, No. 8.)

Summarizes concisely all major provisions for Federal aid to education.

KING, Hon. WM. H. Remarks of Senator King concerning congressional appropriations for educational surveys in the Office of Education. Congressional Record, 74: 2772-2773, January 21, 1931.

States that information proposed to be collected at a cost of \$350,000 can be obtained at little cost by any qualified person. Argues for States' rights.

KOHLMEIER, A. L., and BRYAN, W. L. Educational Policies of the United States Government and Federal Aid to Education. Bloomington, Ind., Indiana University, 1930. 16 p. (Indiana University studies, No. 87.)

Discusses Federal aid to education before and after 1862.

LEWIS, E. A. *Comp. Laws Relating to Vocational Education and Agricultural Extension Work*. Washington, United States Government Printing Office, 1937. 78 p.

Contains 47 laws authorizing the appropriation of Federal Government funds for vocational education, enacted by Congress since 1913.

MORT, PAUL R. *National Government Must Take Part in Financing Education. The Nation's Schools*, 14: 20-22, July 1934.

Presents data from 32 States showing need for Federal aid. Shows possibility of avoiding Federal control by outlining essential steps to take.

——, *Director*. Federal support for public education. New York, Bureau of Publications, Teachers College, Columbia University, 1936. 334 p.

Reports an investigation of educational need and relative ability of States to support education.

NATIONAL ADVISORY COMMITTEE ON EDUCATION. *Federal Relations to Education. Part I, Committee findings and recommendations*. 140 p. *Part II, Basic facts*. 448 p. The Committee, 744 Jackson Place, NW., Washington, D. C. 1931.

Part I: Summarizes conclusions pro and con of the committee under 12 or more headings.

Part II. Presents a complete and detailed picture of Federal participation in school support. Includes many relevant legal citations and quotations as well as tabulations containing basic facts.

NATIONAL EDUCATION ASSOCIATION. *Emergency Federal Aid for Education*. A review of the evidence. Washington, D. C., The Association Research division. April 1934. 16 p.

Presents many relevant data showing need for Federal aid. Deals with years 1933-34 and 1934-35.

OXLEY, H. W. *Education in Civilian Conservation Corps Camps*. (Washington, D. C.) Civilian Conservation Corps. May 1936. Mimeog. 11 p.

Explains in considerable detail the educational work of this agency.

PUBLIC WORKS ADMINISTRATION AIDS TO EDUCATION. *Federal Emergency Administration of Public Works*. Washington. United States Government Printing Office, 1937. 43 p.

RECONSTRUCTION FINANCE CORPORATION. *Information for prospective applicants for loans . . . relating to the refinancing of indebtedness incurred in connection with public schools*. Reconstruction Finance Corporation. Circular No. 20. Washington, D. C. September 1935. 14 p.

RUSSELL, WM. P. *Federal Aid—Boon or Bane*. Teachers College Record, 34: 541-552. April 1934.

Pictures the American public schools as distinctly democratic and discusses comprehensively how Federal aid may or may not hinder their progress. Cites plans in use in certain foreign nations.

Six Point Program. *Journal of the National Education Association*, 23: 105, April 1934.

Describes the plan sponsored by a representative group of people throughout the country for Federal aid to education.

STUDEBAKER, JOHN W. Aid to Various Phases of Education During the Economic Crisis. New Federal expenditures for certain phases of education from 1933 to the present time. Washington, United States Department of the Interior, Office of Education, January 1, 1936. Mimeog. 12 p.

——— Government's Interest in Youth. *School Life*, 20: 177-178, April 1935.

Describes America's youth problem and what the Federal Government is doing to solve it.

——— The Government's responsibility for educational broadcasting. (Address) Eighth Institute on Education by Radio. May 4, 1937, Columbus, Ohio. (U. S. Office of Education. Mimeog. 19 p.)

SWIFT, FLETCHER HARPER. Federal Aid to Public Schools. Washington, D. C., Government Printing Office, 1923. (U. S. Office of Education, Bulletin 1922, No. 47)

Summarizes with relevant data important legal provisions.

——— Federal Aid to Public Schools. *In his* Federal and State Policies in School Finance in the United States. New York, Ginn & Co., 1931. p. 3-70.

Gives history and recent trends of Federal aid to public schools. Includes tabular data showing size of grants.

TIGERT, JOHN J. The Real Peril of Federal Subsidies. *The Nation's Schools*, 14: 12-15, July 1934.

Explains how Federal aid may lead to Federal control and to a decrease in local interest and support of educational policies. Calls attention to the relatively small part of individual State incomes that goes to school support.

WILBUR, RAY LYMAN. Federal and Local Support of Schools. *School and Society*, 29: 845-846, June 1929.

Discusses the danger from Federal aid and control of public education.

ZOOK, GEORGE F. Effect of the Economic Crisis on Education. *Elementary School Journal*, 34: 322-325, January 1934.

Summarizes data showing condition of schools throughout the country which necessitated emergency Federal aid.



L111 .A3L43 v.30
Leaflet.

Princeton Theological Seminary-Speer Library



1 1012 00002 3376